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personal interest and good humor as well as the accurate scholarship and unwearying labor that have gone into it. The flyleaf bears this envoy:

Prodi, parve liber, precor ut te discipulusque
Atque magister ament quantum ego amavi et amo.

The perfect clearness of the lessons is a training in itself. The whole series of exercises and explanations is so carefully woven together that every opportunity is given for making knowledge certain by repeating impressions. New constructions deal with forms and words that are familiar. The student's difficulties have been diagnosed and the remedy is never found in passing over the difficulty. The word-order taught from the first, the knowledge of forms and the choice of words, the principles of syntax already acquired, are all present daily in the method of attack. The care and thought that have gone into the details are apparent, even in such a minor matter as the arrangement of forms as they face each other on opposite pages in the Summary of Forms.

The little volume contains its own grammar in the daily lessons. The syntax shows extreme simplicity. "What are the ideas which the Romans expressed by the cases?" "What are the ideas which the Romans expressed by the modes?" "In a given case the student has only to know what the Latin *means*, to name the construction." Starting with the idea of mode as an attitude of mind, the student observes shades of meaning, and new forces grow up as clearly as he observes development of life in the biological laboratory. When he once gets the idea of volitive subjunctive, it makes no difference to him whether it is dependent or independent, question or declaration. The presentation of the subjunctive mode is not at the expense of the indicative. The treatment of the cases is equally satisfactory. The book, by supplying a link between English grammar and the new language, serves in large measure to solve in a sane and scholarly way the problem of the student's transition from the grammar school to the high school.

ADÈLE ALLEN

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Homer. Ein Wegweiser zur ersten Einführung in die Ilias und Odyssee. Von CHRISTIAN HARDER. Leipzig: G. Freytag; Wien: F. Tempsky, 1904. Pp. viii + 282. M. 4.60.

The aim of this book is to describe the whole environment of the Homeric poems. The introduction, dealing with the earliest migrations in the Balkan peninsula and the Aegean, is a good résumé of present-day results and surmises in the archaeological and ethnological fields involved. Much that might be regarded as beyond the bounds of the Homeric text is justified by the author's purpose, which is to make a book for those schools in Germany which devote little or no time to the reading of Homer, except in translation. In his account of the pre-Homeric age the author is careful to say that the Homeric world is not the Mycenaean world. The development of religion on Greek soil is very fully treated,

even carrying the student back to anthropological points of view, with the implication that the fetich and the totem still survived. The account of mythology might well have been illustrated with cuts as fully as is the rest of the book. The superabundance of material here makes the presentation somewhat dry. On the other hand, there is a capital paragraph on the trite topic of the effect of climate and country on the people, and later some good reflections on the difference between the ancient and the modern attitude toward nature.

To summarize all the contents is here impossible. Copious references to the Homeric text, and not infrequently references to the Bible, line the bottom of each page. Modern authorities are not given, and it is, therefore, with some astonishment that we read the confident assertion that Hector was a Boeotian who originally lived near Achilles. However readily we may admit the results of Bethe's and others' studies in this direction, we should prefer, in an elementary book, to be warned that not all these conclusions are universally accepted, or can be proved beyond doubt. And yet, the variety of interesting material here brought together in compact and orderly array, the new points of view in many of the descriptions of life in Homeric times, the kind of topics, which are often passed over by the busy teacher who has no time to inquire into them himself, make this a repository of information which we commend to teachers of literature.

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Vademekum für die Homerlektüre. Von OSKAR HENKE. Leipzig and Berlin: B. G. Teubner, 1906. Pp. 80. Pf. 80, unbound.

The matters treated in this little book are such as usually find a place in the introduction or the appendix of an English or American school book. There is a careful chronological division of both *Iliad* and *Odyssey*, followed by a summary of their contents, the usefulness of which we are inclined to question. A boy or girl had better read the text itself. More helpful is the account of Homeric geography, accompanied with four small but adequate maps showing the Homeric conception of the earth, the Trojan plain, Odysseus' Cephallenian kingdom, and the island of Ithaca. At this point the author expounds the Leukas-Ithaca question in the clearest and, on the whole, the soundest, way we have yet seen. Other short chapters, some good, others excellent, deal with government and society, religion and worship, the house, the ship, costume, arms and the army, and Homeric psychology. The "Homeric Question" is not discussed or even stated, perhaps wisely. All the more objectionable, therefore, is the epithet "spurious" when applied without warning to Book xiii. This book may not, as the author says, fit into the narrative of the *Iliad*, but unless the limits of what is spurious, when the term is applied to the Epos, be first defined, a beginner is likely to be misled. Nevertheless the teacher will find much in this compendium that is stimulating and illuminating.

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